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Chapter 7 DEJ

From The Text

Self Connection

<ol style="list-style-type: none">1. Pg. 92 – “Readers naturally make connections between books & their own lives”2. Pg. 92 – “When we have a lot of background knowledge, we more easily make sense of it.”3. Pg. 95 – Distraction Connections – “causes our minds to wonder from the text and disrupting meaning...”4. Pg. 97 – Noticing and Thinking about new learning – marking L in the margin with sticky notes when things are interesting in Non-fiction text.5. Pg. 102/103 – “A primary reason for a reader to make connections is to enhance understanding, and it is highly unlikely that sharing a name with the main character... will do that.”	<ol style="list-style-type: none">1. ABSOLUTLY!! I’ve always known the best way to introduce a new concept or unit us to choose a common, broad book that <u>everyone</u> can relate to.2. Children are not going to be able to make sense of something they have never had any type of experience with. New concepts that are unfamiliar to the students need to be talked about, demonstrated and shown so that the students are not strangers with the concept!3. After reading this piece, I know how Steph feels! When you read something, and you come across a word or group of words that triggers a memory, it’s hard to push that memory away! The solution of stopping, thinking, then consciously making you go back and pick up is a great idea!4. Non-fiction is a hard genre to really get into, but the facts are so interesting! I may use this concept myself, it’s a great way to think & remember new learning!5. Sometimes it is uncomfortable to have to tell your students that although you have the same name, and that is a connection, it isn’t a connection to new learning. I like the idea of the chart. The students need to see for themselves that it is important to them, but not so much to the text. It also saves you from the awkward, uncomfortable moments! 😊
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